

Calgary Soldiers' Memorial:

A Virtual Tour for Students

- EDUCATION PACKAGE -

Learning Objectives:

Upon completion of this four-part education module, students will:

- + Choose one person that is recognized on the Calgary Soldier's Memorial tour and describe how that person has shown leadership qualities or has had a positive impact on the world
- + Specify two positive character traits (e.g. communication, cooperation, courage, resilience, responsibility, thoughtfulness) and evaluate how they are incorporated into the monument
- + Propose an appropriate and effective way to memorialize an event, a person, or a group of people
- + Examine how Calgary has been impacted by war since the beginning of the 20th century

**VALOUR
CANADA**

**CONNECTING
CANADIANS
TO THEIR MILITARY
HERITAGE**

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Our most sincere thanks!

- Valour Canada

Instruction Guide for Valour Canada's "Calgary Soldiers' Memorial Virtual Tour"

Program Description

Valour Canada, the City of Calgary, and the Calgary Highlanders are proud to collaborate on the creation and presentation of this educational virtual tour (VT). There are three parts to this program, plus a fourth that is a culminating discussion. Parts 1, 2, and 3 can be presented simultaneously or as stand-alone activities to meet classroom needs.

Part 1: Virtual Tour and Fill-in-the-blank worksheet (20 minutes)

A fill-in-the-blank worksheet will be provided to the students before they access and navigate the VT using a virtual reality headset, laptop, or mobile device. The virtual environment can be found at the "Calgary Soldiers' Memorial" link (<https://valourcanada.ca/vr/CSM/>). To complete the task, students must complete the worksheet (see p. 5. The answer key is on p. 4) as they navigate the VT.

Part 2: Diary Entry (20 minutes)

Each student will choose one of the people memorialized on the monument and write a diary entry that describes what they would have experienced during their time as that soldier. Students should be prompted to include what their character found to be the most challenging, the most frightening, and the most uplifting (if possible). The length of the diary entry is determined by the teacher. There is not a handout for this activity.

Soldiers referenced in the VT: Arthur Knight, Harry Brown, Tokutaro Iwamoto, Russell Boyle, Walter Burgess, Arthur Batson, Lester Webster, Henry Norwest, John Pattison, Nathan Hornberg, Dwight Welch, John Kryswaty, Morell McEachnie, Albert Heinen, George Wilde, John Moffat, Alex Campbell, Michael Starker, Albert Mountain Horse, Nichola Goddard, Andrew Nuttall, Shane Keating, Jonathan Snyder

Part 3: Design a Memorial (20 minutes)

Working as individuals or in groups (of 3-5), students will propose a way to memorialize an event, a person, or a group of people. Students will be directed to meet the following criteria:

- Their created memorial can be a constructed monument, an event, a video documentary, etc.
- The memorial's primary goal is to educate Canadians younger than 25.
- An acceptable response is written, a storyboard, or a diagram. If images are used, there must be labels and descriptions included, as necessary.

Part 4: Culminating Activity: Group Debrief (10-15 minutes)

A discussion will occur within the group. Students should be prompted with statements like:

- What did you like/dislike about the tour?
- During completion of the tasks which piece(s) of information had the most impact on you? Explain.
- Having completed these tasks, what will you remember one month from now about _____? (e.g. the tour/one of the soldiers/your diary entry/your memorial/etc.)
- What do you think would have been the most intimidating/surprising/disappointing event for the soldiers (or nurses, civilians, etc.) on/at _____? (e.g. WW1/2, Afghanistan, etc.) Explain.
- Is it possible to memorialize without glorifying war? Explain.

General Information and Recommendations

- **Vocabulary:** Basic terminology is used, but young or English-as-a-second-language learners may need some additional support with some words (e.g. regiment, commando, landing craft, reef . . .).
- **Preparation:** Computers, tablets, headsets, and other devices should be tested prior to beginning the tour portion of the program.
- **Adaption/Scaffolding Options:** Parts 2, 3, and 4 can be adapted on the fly at the discretion of the teacher.
- **Debrief:** The primary goal is for the learning outcomes (shown on the title page) to be verbalized by the students during the culminating debrief with minimal prompting.
- **Logistical Demands and Suggestions:**
 - Space: Standard classroom size, with access to computers, tablets, and/or VR headsets
 - Group Size: Standard class size
 - Age: 11 years and up (Gr. 6 +)

If lacking an adequate number of computers, tablets, or headsets, the class can be divided into three groups that can then be cycled through parts 1, 2, and 3. Then all students can be brought back together for the Culminating Debrief/Discussion Activity (i.e. Part 4).

Tether-points between Provincial Curricula and the Program's Content

Note: Depending on the province/territory, identical topics may be found under entirely different subjects. For example, *Canada in the First World War* is covered in MB's Gr.11 Social Studies, SK's Gr. 10 History, and ON's Gr. 10 Canadian History since WWI.

History (and Civics)

- Conflict: World War I, II, Korea, Afghanistan; D-Day; various Operations
- Citizenship; Heritage

Social Studies/Sciences (and Human Geography)

- Canadian Identity; Nationalism
- International Relations, 19th, 20th century; Alliances and Rivalries
- Canadian 20th century contributions to global stability

Character (or Values) Education

- AB's *Caring, Respectful, and Safe Schools*, ON's *Finding Common Ground*, MB's *Safe and Caring Schools*, BC and YK's *Core Competencies*, NB's *Inclusive Education*, et cetera, all communicate traits held by productive citizens. These include collaboration, empathy, respect, communication, responsibility, leadership, community, appropriate behavior, fairness, and personal development.

Positive Character Traits Modeled during this Program

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness

Any questions, concerns, feedback, or suggestions are always welcome.

Contact Valour Canada at: educator@valourcanada.ca

Fill-in-the-Blank Answer Key:

During your virtual tour of the Calgary Soldiers' Memorial (<https://valourcanada.ca/vr/CSM/>), please answer the following questions by filling in the blanks:



1. How many Victoria Cross winners are recognized by the memorial? 3.
2. According to Harry Brown's Victoria Cross citation: "The situation became very critical, all wires (were) out" and that made getting the message to Headquarters was "of the utmost importance."
3. Despite being allowed to enlist and join the war effort, Private Iwamoto was not permitted to vote. During the Battle of Hill 70, Iwamoto captured 20 prisoners from several dugouts in a chalk pit, and for that he was awarded a Victoria Cross.
4. In the Battle of Kitcheners' Wood, near Ypres, saw Lieutenant-Colonel Russell Boyle led a charge against the enemy after Canadians had been attacked with chlorine gas.
5. In commemoration of Lt. Walter Burgess, the King's Own Calgary Regiment annually present the Burgess Sword to the sub-altern who improves the most.
6. Captain Arthur Batson was originally from Newfoundland and often played the role of scout during the weeks before and after the Battle of Vimy Ridge. Batson was killed by shell fire, the leading cause of soldier death in the First World War
7. Lance-Corporal Henry Norwest was a Metis sniper who inspired his unit. He was awarded 2 times with the first being for his actions at the Pimple on Vimy Ridge.
8. Sapper John Krysovaty had the task of repairing roads and bridges but died after being hit by a bomb dropped by Nazi aircraft, known as the Luftwaffe.
9. Corporal Morell McEachnie was awarded a Military Medal for preventing a worse fire/explosion.
10. Lieutenant John Moffat took almost 60 prisoners by himself at the Battle of the Walcheren Causeway.
11. Corporal Michael Starker: a paramedic who served with the 15 Field Ambulance based in Edmonton.
12. Lieutenant Albert Mountain Horse was 3 three times, the first being at Ypres. His lungs would never recover, and he died shortly after arriving home.
13. In Afghanistan (country), Nichola Goddard was the first female officer to lead Canadian soldiers into battle.
14. I.E.D.'s (improvised explosive devices) have caused over half of the Canadian deaths in Afghanistan. P.P.C.L.I. Lieutenant Andrew Nuttal was one of them.
15. Corporal Shane Keating was killed by a bicycle bomber while handing school supplies to children.

BONUS:

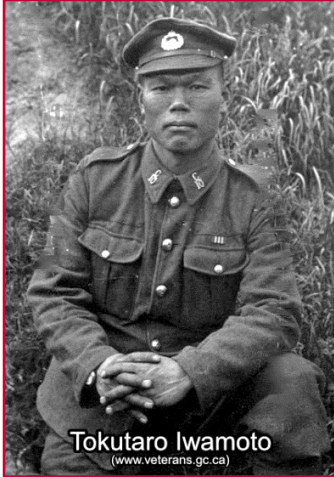
On the first stone (granite) of the memorial are the words:
"We Lived, Felt Dawn, Saw Sunset Glow".

These words are from the poem called:
In Flanders' Fields
written by Canadian John McCrae.



Name: _____

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2. According to Harry Brown's Victoria Cross citation: "The situation became very critical, all _____ (were) out" and that made getting the message to Headquarters was "of the utmost importance."
3. Despite being allowed to enlist and join the war effort, Private Iwamoto was not permitted to _____. During the Battle of _____, Iwamoto captured _____ prisoners from several _____ in a chalk pit, and for that he was awarded a Victoria Cross.
4. In the Battle of Kitcheners' Wood, near Ypres, saw Lieutenant-Colonel Russell Boyle led a charge against the enemy after Canadians had been attacked with _____ gas.
5. In commemoration of Lt. Walter Burgess, the King's Own Calgary Regiment annually present the _____ to the sub-altern who _____.
6. Captain Arthur Batson was originally from _____ and often played the role of _____ during the weeks before and after the Battle of Vimy Ridge. Batson was killed by _____, the leading cause of soldier death in the First World War
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8. Sapper John Krysovaty had the task of _____ and _____ but died after being hit by a bomb dropped by Nazi aircraft, known as the _____.
9. Corporal Morell McEachnie was awarded a Military Medal for _____.
10. Lieutenant John Moffat took almost _____ prisoners by himself at the Battle of the _____.
11. Corporal Michael Starker: a paramedic who served with the _____ Ambulance based in _____.
12. Lieutenant Albert Mountain Horse was _____ three times, the first being at Ypres. His lungs would never recover, and he died shortly after arriving _____.
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14. I.E.D.'s (improvised explosive devices) have caused over half of the Canadian deaths in Afghanistan. P.P.C.L.I. Lieutenant Andrew _____ was one of them.
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